

Social Work Students' Exposure to and Attitudes Towards Individuals with  
Developmental Disabilities

Thesis

Presented in Partial Fulfillment of the Requirements for the Degree Bachelor of Science in Social  
Work in the College of Social Work of The Ohio State University

By

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Undergraduate Program in Social Work

The Ohio State University

2012

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## Abstract

The undergraduate social work curriculum serves as a significant pedagogical platform, shaping and stimulating students' practice interests and preparedness to interact with the diverse populations present within our society. One population that is underrepresented in terms of its educational presence in the undergraduate social work curriculum is that of individuals with developmental disabilities. Recent studies have shown the positive outcomes associated with incorporating general disability awareness content within the primary education curriculum. However, few studies assess the role of developmental disability studies in undergraduate social work education. This research seeks to better understand attitudes towards individuals with developmental disabilities that are held by undergraduate social work (BSSW) students, their enthusiasm for working with this particular population, and their sense of preparation to do so based on information received in the BSSW curriculum and their life experiences. Data were collected from 142 sophomore, junior, and senior level students within the BSSW program at The Ohio State University. One group was beginning the program and a comparison group was completing the program. Participants completed a paper survey that assessed a number of factors including personal and professional attitudes toward individuals with developmental disabilities and educational exposure to the study of developmental disabilities. Attitude items followed viewing of a video segment showing a man with a developmental disability. Findings demonstrate that students felt that they had only minimum exposure to developmental disability content within the BSSW curriculum. The majority of participants projected a positive attitude towards individuals with developmental disabilities, and many expressed a desire to learn more about this particular population. Results revealed no significant differences between the two

levels of students. Improving the curriculum to include developmental disability content could enhance students' professional preparedness and ability to ensure that the needs of this vulnerable population are met.

## Dedication

To those whose lives have been joyously impacted by the  
population of individuals with developmental disabilities.

“It is not our disability that is the problem,  
but rather it is the way our disabilities are viewed by others.”

Drexel Deal

### Acknowledgements

There are several individuals to whom I owe a gracious thank you, for without them this project would not have been possible. First, I would like to express my sincere appreciation to my advisor, Dr. Audrey Begun, for the exceptional dedication and guidance she offered during every step of the research process. Second, I would like to acknowledge Jennie Babcock and Andréa Severson for their unwavering warmth and support throughout my undergraduate career. Finally, I would like to thank my parents, Steve and Lisa Persin, for their persistent encouragement and faith in my ability to pursue my greatest aspirations.

## Curriculum Vitae

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### Fields of Study

Major: Social Work

Minor: Psychology

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## Chapter 1: Statement of Research Topic

### 1.1: Introduction

Social work is a profession distinguished by the culturally competent theories and practices that are entrenched within its occupational core. In short, cultural competence refers to the establishment of congruent behaviors, attitudes, and policies which thereby enables efficacious work among cross-cultural settings (U.S. Department of Health and Human Services, 2005). Thus, ideally social work professionals have been academically disciplined to deliver their interventions to the vast and ever-changing spectrum of human diversity present within our society. One may certainly recognize the complexities associated with continually sustaining accurate knowledge and competence in such a perpetually evolving society, nonetheless, social work professionals maintain an ethical responsibility in which they must always strive to meet the needs of diverse client populations.

In the United States, cultural diversity in social work has been primarily associated with race and ethnicity (NASW Standards for Cultural Competence in Social Work, 2001). When reflecting on the meaning of diversity, we have been conditioned to automatically think about differences in skin colors or ethnic backgrounds and the distinct practices that correspond with each of these identities. In today's society, however, it is important that diversity takes on a broader meaning to incorporate the immense number of sociocultural populations depicted among mankind. According to the NASW Code of Ethics (2008), "Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability." Thus, it is clear that diversity is in essence, somewhat of an umbrella term for the

myriad of identity traits reflected within our society. Perhaps one population that seems particularly underrepresented on the diversity spectrum, in terms of its educational presence and national awareness, is that of individuals with developmental disabilities.

### 1.2: Statement of the Problem

According to the Developmental Disabilities Act (2000), the term 'developmental disability' refers to a severe, chronic disability that is attributable to mental and/or physical impairments, resulting in significant limitations related to one's ability to independently engage in major life activities. The population of individuals with developmental disabilities represent their own unique spectrum, encompassing a wide range of impairments with varying levels of severity. Over the past couple decades, this population has grown in a significant way, thereby warranting a need for increased attention and awareness. A study conducted by Centers for Disease Control and Prevention researchers (Boyle et. al, 2011), identified that 1 out of every 6 children in the United States has a developmental disability. This statistics represents a 17.1% increase from 1997, meaning that 18.1 million more children have been diagnosed with a developmental disability in comparison to the decade prior. Developmental disability diagnoses have increased across the board, some conditions more than others. If one were to look at Autism alone, these researchers reported that the prevalence of Autism has increased nearly 300% in the past twelve years (Boyle et. al, 2011). Thus, it has become very clear that this population is becoming increasingly prominent within our society. Based on this reality, it is very likely that social workers will come into contact with individuals with developmental disabilities during their professional career. In order to ensure that the needs of this vulnerable population are adequately met, it is vital that social workers are exposed to a sufficient amount of related content during their professional education and training as an undergraduate student. Adequately

educating social work students at the undergraduate level is crucial, as this group of individuals can in fact become licensed and engage in direct practice with clients upon graduation from their Bachelor's programs.

### 1.3: Purpose

Based on the increasing societal presence of individuals with developmental disabilities, one may question the degree to which developmental disability studies are represented within the scope of cultural competency education. Few studies have actually addressed the extent to which undergraduate social work students have received course content on the topic of developmental disabilities. Furthermore, there has been minimal research conducted with the intent to understand the general attitudes that social work students harbor with regards to this particular population. The purpose of this study is to better understand undergraduate social work student attitudes towards individuals with developmental disabilities and their preparedness to professionally engage with this population based on information received in the undergraduate curriculum and students' life experiences. The undergraduate social work curriculum exemplifies a significant didactic foundation, shaping and stimulating students' practice interests and preparedness to interact with the diverse populations present within our society. It is imperative to understand the personal and professional attitudes of the next generation of social workers, for they have the potential to shape the futures of those with developmental disabilities, as well as the many other vulnerable populations that are present within our society. Such information can be used to inform the generalist social work practice curriculum, conceivably enhancing entry level social workers' abilities to successfully advocate for and interact with this unique population. This study explored the responses to the research questions presented below.

#### 1.4: Research Questions

1. What general attitudes do undergraduate (BSSW) students hold with regards to the population of individuals with developmental disabilities?
2. To what extent are BSSW students exposed to the study of developmental disabilities within the standard undergraduate curriculum?
3. To what extent are BSSW students exposed to individuals with developmental disabilities in their personal lives?
4. Are BSSW students adequately prepared to professionally engage with individuals with developmental disabilities?

## Chapter 2: Literature Review

### 2.1: The Benefits of Disability Education Programs

It is clear that many studies acknowledge the reality that stereotypes and societal stigma towards individuals with disabilities persist, yet educational programs remain nearly absent in many school environments. Without exposure to such programs, one may presume that there is great potential for individuals to develop attitudes and stereotypes based on misinformation and internal apprehension. There have been several studies conducted with the intent to examine the impact of disability awareness programs and interventions in the school setting (Campbell, 2007; Folie, 2001; Ison et al., 2010; Shevlin & O'Moore, 2000). While each school-based program may harbor a unique structure, target different age groups, and demonstrate varying levels of effectiveness, all of them maintain a similar purpose; they were created to disseminate disability knowledge, as well as promote acceptance of individuals with disabilities. In 2010, Ison et. al conducted a study that evaluated a structured, multi-session program for elementary age children that promoted disability awareness and the development of supportive communities for individuals with disabilities. As hypothesized, there were significant improvements in knowledge, attitudes, and acceptance following the intervention. The results from this particular study support the argument that disability education has the potential to serve a very beneficial purpose within our society. Another study, conducted by Shevlin & O'Moore (2000), also bolstered this argument as researchers examined a school-based intervention that involved direct, structured contact with individuals with severe intellectual disabilities. These researchers believed that in order to eradicate the stereotypes, misconceptions, and negative attitudes surrounding individuals with disabilities, active engagement is the most valuable tactic. This particular study found that facilitating such contact generated positive, enduring, pro-social

attitudes towards individuals with severe intellectual disabilities. Shevlin & O'Moore (2000) asserted that sustained interactive contact is necessary to ensure acceptance, comfort, and confidence towards individuals with disabilities. While this particular study argued that direct contact is the most effective method for gathering attitude-related information, other studies have employed more visual approaches that utilize video clips and corresponding questionnaires. In a study by Campbell (2007), 233 middle school students viewed a 63-second video clip that portrayed a boy with 'autistic-behaviors' (i.e. hand flapping, body rocking, etc.). Additionally, some participants received a pamphlet with information describing the individual in the video clip. After viewing the clip and receiving the information, students responded to a survey that measured attitudes and perceived similarity. Interestingly, the findings in this study demonstrated that providing participants with descriptive information actually resulted in more negative attitude scores compared to those who did not receive the descriptive information (Campbell, 2007). Thus, while it is clear that intervention programs do in fact have an impact on attitude formation, the type of strategy that is employed can make a difference. In sum, each of these studies demonstrate that human attitudes have the capacity to change throughout the lifespan based on one's subjective experiences. We simply need to implement these programs to stimulate and encourage the growth that needs to take place.

## 2.2: The Absence of Disability Studies within Graduate Education

While many primary and secondary schools fail to incorporate disability education programs within their curriculum, disability studies also remain virtually nonexistent in the collegiate sphere as well. According to DePoy & Miller (1996), coursework related to developmental disability content continues to be nearly absent within many social work programs. Several studies have shown that while the population of individuals with developmental disabilities



continues to grow, there are few opportunities available for students to obtain an academic concentration or certification in the area of disability studies (Laws et. al, 2010). Without adequate preparation, one may question how social workers and other helping professionals will be able to meet the needs of this vulnerable population. A study conducted by Russo-Gleicher (2008), surveyed a number of Master's of Social Work (MSW) students with regards to their educational experiences, course curriculum, and fieldwork opportunities. The participants addressed in this study had a pre-existing interest in working with individuals with developmental disabilities. The participants' greatest complaint was that developmental disability content was overlooked within their MSW program. Participants reported very little exposure to this population through both classroom content and field placement opportunities (Russo-Gleicher, 2008). Another study by Laws et. al (2010) examined course curricula and tenure-line faculty at the 50 top-ranked CSWE accredited U.S. schools of social work. Only three of the universities offered concentrations in developmental disability studies, and only eighteen offered at least one course tailored to the broad study of disability content. These researchers also found that more than half of the universities examined in this study currently have tenure-line faculty with a background in research related to disability studies. These results demonstrate the fact that many of these schools certainly have the resources and the capacity to offer more comprehensive, evidence-based education on disability-related issues, yet they are simply not doing so (Laws et. al, 2010). It is important to note that each of these studies evaluated content and individuals within Master's of Social Work programs. This is somewhat disconcerting, as one may presume that MSW programs are intended to offer a more exhaustive and refined education that better prepares students for their professional social work career, yet it seems as though this is not the case.

### 2.3: Factors Influencing Social Work Student Interest in the Population of Individuals with Developmental Disabilities

There have been several studies that have assessed graduate level students with regards to what specific factors may have contributed to their interest, or disinterest, in working with individuals with developmental disabilities. In a study by Werner & Grayzman (2011), social work students demonstrated the lowest level of intent to work with individuals with pervasive disabilities when compared to students pursuing other health and social studies (i.e. speech and language therapy, nursing students, occupational therapy). This particular study found that subjective norms, defined as perceived expectations, were the strongest predictor of intentions to professionally work with individuals with significant disabilities (Werner & Grayzman, 2011). In other words, this study demonstrated that the intent of these participants was rooted in a sense of obligation more so than actual interest. Werner & Grayzman (2011), also found that personal attitudes served as the second strongest predictor of intent. These results bolster the argument that in order to increase future professionals' willingness to work with this population, there is a need for educational programs and interventions aimed at improving students' general attitudes and awareness. In another study by Viecili et. al (2010), researchers found that formal training in assessment and coursework were the strongest predictors of interest in working with individuals with developmental disabilities. The results of this study found that students who had simply taken an elective course in developmental disabilities were approximately six times more likely to express an interest in working with this population (Viecili et. al, 2010). Other significant predictors included volunteering or working with individuals with developmental disabilities, as well as personally knowing someone who has a developmental disability (Viecili et. al, 2010). The results from these studies demonstrate that a variety of factors influence students' interest in

working with individuals who have pervasive, developmental disabilities, and it seems that creating programs or interventions that emphasize education and awareness would stimulate students' openness, willingness, and eagerness to professionally engage with this population.

#### 2.4: Summary Statement

Through reviewing literature, it is clear that there is a need for further research with this topic. Many of these studies were not conducted in the United States, thus there is a gap in terms of understanding the U.S. perspective. Further, most of these studies assess graduate level students or students still in primary/secondary education environments. Thus, there is another gap in knowledge surrounding this topic with regards to undergraduate students. However, much of this literature does fortify the argument that disability programs and courses are lacking despite their effectiveness and increasing importance. Students need exposure to disability content for a great number of reasons; to promote interest with this particular population, to improve personal attitudes and eradicate societal stigma, and to better equip students for their professional careers. This study intends to address the gap in knowledge regarding undergraduate social work attitudes towards individuals with developmental disabilities and the extent of academic exposure they have had to this topic within the Bachelor's of Social Work education.

## Chapter 3: Methodology

### 3.1: Research Design

This study is descriptive in nature, as it aims to explore and describe the experiences and attitudes of undergraduate students within the BSSW program at The Ohio State University. The findings obtained from this study do not offer conclusive correlational evidence, rather, they serve as an elementary foundation for understanding undergraduate social work student beliefs towards the growing population of individuals with developmental disabilities. The results procured through this research may be used to generate hypotheses that can be assessed in subsequent studies. This study utilized a cross-sectional research design, in which participants were asked to complete a survey that reflected their thoughts and experiences at that particular moment in time. Two distinct groups of participants were surveyed, with the intent to conduct a comparison between students who are at the start, and students who are at the finish of the BSSW program. Had this research not been subject to limited time constraints, it would have been advantageous to conduct a longitudinal study in which the same pool of participants were assessed on two occasions, at the junctures in which they were starting and finishing their education within the BSSW program.

### 3.2: Data Collection Procedures

Surveys were distributed to students enrolled in two of the required BSSW curriculum courses, Social Work 533 and Social Work 647. The participants from the Social Work 533 course (Human Behavior in the Social Environment I) reflect the population of students at the beginning of the BSSW program. Participants from the Social Work 647 course (Social Work Practice III) reflect the cohort of students who are on the verge of finishing the BSSW program. Paper surveys, packaged in a labeled manilla envelope along with a detailed consent form, were

distributed to interested students upon a short verbal presentation of the consent form and participation procedures. There was no process used to determine eligibility, the survey was made available to all students in each section of the specified courses. Distribution of survey materials took place at a time that had been approved by the course instructor. Students were asked to complete the survey from home and return the completed survey to a specified campus mailbox by a designated calendar date. Participants had the choice to supply their name and phone number if they were interested in receiving the possible study incentives, which included extra credit points (in the class where the surveys were distributed) and entry into a gift card drawing. Students who completed any portion of participation procedures were qualified to receive bonus credit on their final course assignment. The amount of credit available was enough to boost their final assignment grade by one-third letter (e.g., from an A- to A or from a B+ to A-), however, the bonus credit was prorated based on how much of the survey was completed. Students who completed the consent process and any portion of the survey were also entered into a drawing to win a Target gift card. Ten participants were randomly selected, each of whom received a \$25 gift card; five were drawn from the participating Social Work 533 students and five among the Social Work 647 students. Names and phone numbers were removed immediately upon incentive payment procedures, before data analysis, to ensure the privacy interests of the participants.

### 3.3: Sample

This research was created with the hopes of incorporating all undergraduate students within the BSSW program at The Ohio State University into the sampling frame. In attempt to access this population, surveys were distributed to students in two of the required BSSW courses. Given the potential for transfer students, students who have changed their major, and the ongoing

reformatting of the BSSW curriculum, it is possible that not all BSSW students were incorporated into this study's sampling frame. Thus realistically, a more accurate description of the sampling frame includes all students enrolled in Social Work 533 during the 2011 autumn quarter, as well as all students enrolled in the Social Work 647 course during winter quarter 2012. This study yielded 142 responses out of a possible 341 responses (41.6%). 91 of the collected responses reflect students enrolled in the entry-level Social Work 533 course (64%). 51 of the collected responses represent students enrolled in the latter Social Work 647 course (36%). An exception to the two established comparison groups were the student participants who belong to the BSSW CAP program. This particular program encompasses a limited number of students who are eligible to complete the BSSW curriculum in an accelerated fashion based on previous completion of extensive pre-social work major credits. These students completed Social Work 533 and Social Work 647 in back-to-back quarters within one academic year, as opposed to most students who experience a one to two year gap between these courses. Thus, the 2011-2012 CAP students had the opportunity to complete the survey twice based on data collection procedures. 4 of the 142 participants completed the survey twice as members of the CAP program. These students were eligible to receive the incentive for both submissions, however, only the surveys collected during their membership within the Social Work 533 course were used for the purpose of data analysis.

### 3.4: Measurement & Instrumentation

This study employed both quantitative and qualitative methods in attempt to explore the vast complexities associated with this topic. Utilizing quantitative and qualitative methods can be beneficial, as it allows for both a statistical and a thematic understanding of the findings demonstrated within the study. The survey created for this study examined responses to several

key variables, of which are outlined below:

1) Academic exposure to the study of developmental disabilities - Participants responded to a number of survey questions that addressed the amount of academic exposure they have had developmental disability content. Two items were measured on a scale from 0 = never to 3 = a lot; one addressing exposure exclusively within the BSSW program at The Ohio State University and another addressing exposure in other academic settings. Participants responded to another item in which they reviewed a list of courses offered at The Ohio State University that distinctively emphasize disability content. Participants had the option to fill in other courses that they felt may have been omitted from the list. Finally, participants responded to two more items that assessed academic exposure; *“I feel academically informed on the topic of developmental disabilities”* and *“I feel that I have learned a sufficient amount of knowledge on issues related to developmental disabilities within the Bachelor’s of Science in Social Work curriculum thus far in my academic career.”* Each of these items were measured on 6-point scale, ranging from -3 = I disagree very much to +3 = I agree very much. All of these questions were believed to provoke an understanding of how much exposure participants have had to developmental disability content within their undergraduate education.

2) Personal experience with individuals with developmental disabilities - Participants were asked to rate the amount of personal exposure they have had to individuals with developmental disabilities on a scale from 0 = never to 3 = a lot. Personal experience was assessed in a number of arenas including, extent of exposure within their family, within their circle of friends, at work, and in a volunteer setting. Each of these spheres reflect several different areas of one’s personal life, beyond the educational realm, where they may

have been exposed to the population of individuals with developmental disabilities.

3) Participant attitudes towards individuals with developmental disabilities - This study was largely interested in understanding the general attitudes that BSSW students harbor towards the population of individuals with developmental disabilities. Attitudes were assessed both qualitatively and quantitatively through a number of items. In an effort to collect qualitative data, participants were asked to respond to a short video clip from the documentary, *Best Boy* (1979). *Best Boy* chronicles the story of Philly, a 52-year old mentally handicapped man, who ventures towards independence and a life beyond the home of his aging parents. Participants were asked to watch the first five minutes of the film (publicly accessible via YouTube), which briefly captures the circumstances surrounding Philly's life, as well as his character and personality. Upon viewing this clip, participants were asked to write down three words that described their initial reactions. These reaction words were to mean to symbolize participants' immediate responses to the visual portrayal of an individual with a developmental disability. The creation of this particular survey item was rooted in the idea that exposure to a visual reality has the capacity to spark a more genuine response than simply reading words on a piece of paper. The second way in which attitudes were assessed was through a modified version of the Attitudes Towards Disabled Persons Scale (ATDP) developed by Yuker, Block, & Young (1966). The Attitudes Towards Disabled Persons Scale is a widely-accepted instrument that has been used in studies worldwide (Kitchen, 2007). The ATDP has proven reliable and valid when used with a wide range of individuals including elementary, secondary, and college students, educational professionals, medical professionals, people with disabilities, people who have had no contact with individuals with disabilities, and people who have family members with disabilities (Yuker & Block, 1986).



This study used a modified version of the ATDP Form A so that it would fit in with the focus of this particular study. According to Yunker & Block (1986), modifications are quite commonly used with this scale and apparently do not change the reliability and validity of its measures. The eleven items (questions 8-18) that were utilized and modified within this survey were measured on a 6-point scale ranging from -3 = I disagree very much to +3 = I agree very much. An additional seven items on the topic of general attitudes were created by the researcher and measured against the same 6-point scale.

4) Professional attitudes and preparedness to interact with individuals with developmental disabilities - In order to address students' professional attitudes and preparedness to interact with individuals with developmental disabilities in the field, participants responded to a modified version of the Multidimensional Attitudes Scale Towards Persons With Disabilities (MAS) developed by Findler, Vilchinsky, & Werner (2007). This recently developed instrument, proven reliable and valid by extensive factor analyses, utilizes a multidimensional framework in which three attitude components are addressed; affect, cognition, and behavior (Findler, Vilchinsky, & Werner, 2007). Once again, this scale was modified by the researcher to fit the purposes of this particular study. The scale used in this study included all sixteen emotions (affects) and five of the original ten cognitions. The modified scale represented a range of both 'pleasant' and 'unpleasant' thoughts and emotions. The scale used in this study did not assess the behavioral dimension that is included in the original instrument. Rather than using the vignettes depicted in the original instrument, participants were asked to recall the main character from the *Best Boy* video clip and indicate the likelihood that they would anticipate experiencing the enumerated emotions and thoughts as they first begin to professionally engage with this character. These twenty-one items were

measured on a 5-point scale ranging from 1 = not at all to 5 = very much. While it should be taken into account that this scale was modified for the purpose of this study, these survey items were intended to assess participants' professional preparedness to interact with individuals with developmental disabilities.

<b>Table 1: Properties of ATDP and MAS scales</b>					
	# of items on original survey	# of items on modified survey	Response categories	Scale Range	Reliability
ATDP	20-30 items	11 items	6-point	-3 to +3	Test/Retest 0.71-0.83
MAS	34 items	21 items	5-point	1 to 5	<i>Unknown</i>

#### Demographic Variables

Participants were also asked to respond to a number of questions that addressed demographical variables. These questions were intended to derive information that would describe the sample of study participants.

- 1) Age
- 2) Number of academic quarters participant has been enrolled in the BSSW program at The Ohio State University
- 3) Gender
- 4) Social work practice interests

#### 3.5: Data Analysis

Surveys were scanned into a computer database using the Remark software program. Remark has the capacity to catalog raw data by variable, thereby effectively organizing the multitude of scanned surveys. Data were then exported to IBM SPSS software for statistical

analysis. Data were coded and cleaned for missing responses before analysis so that results were not misconstrued. The primary methods of data analysis used for this study were frequencies, correlations, and the one-way analysis of variance. Frequencies, defined as the number of times a response occurs within a study, were used to describe the demographic variables and a number of individual survey items that could be adequately assessed simply through descriptive statistics (e.g., enrollment in listed course offerings, indicated amount of exposure in personal versus academic settings, and other select survey items). Frequencies were analyzed in terms of the entire study sample and also as a means for comparison between the two established study groups. A correlational analysis, utilized to evaluate the strength of relationships between variables, examined the relationship between self-identified amount of exposure in participants' personal lives (e.g. volunteer pursuits, family, friends) and participants' education. This analysis was conducted in an attempt to see if greater exposure in one area was related to greater exposure in another area. For example, were individuals more likely to seek out developmental disability studies if they had been exposed to this population in their everyday, personal lives? Another correlational analysis examined results from the ATDP scale and the MAS to investigate the possible relationship between participant attitudes and their preparedness to professionally engage with individuals with developmental disabilities. A third correlational analysis investigated items within the modified MAS in an effort to see if there was a relationship between scores on the affect sub-scale and scores on the cognition sub-scale. A one-way analysis of variance (ANOVA), a technique used to compare means of two or more samples, was used to compare students enrolled in the Social Work 533 course (the sample reflecting students starting the BSSW program) to students enrolled in the Social Work 647 course (the sample reflecting students ready to complete the BSSW program). The ANOVA specifically examined the

differences between these two groups in terms of their scores on each of the modified scales used in the study, as well as a handful of other individual survey items. Another one-way ANOVA was conducted to analyze gender differences on the same survey items as well. Lastly, qualitative analysis was used to assess the survey item in which participants were asked to provide three reaction words for the *Best Boy* video clip. A list of all the reaction words were compiled into an excel spreadsheet and coded in terms of their overall frequencies, as well as frequencies of positive, negative, and neutral word choices.

## Chapter 4: Results

### 4.1 Demographics of the Sample

The majority of study participants were between the ages of 18 and 24 (79.5%). As shown in Table 2 below, 7.7% were between the ages of 25 and 31, 7% were between the ages of 32 and 38, 3.5% were between the ages of 39 and 45, and 1.3% were above the age of 45. These results reflect the prominent young adult age group found within the undergraduate program. Consistent with the high number of women who pursue the social work profession, 85.9% of participants were female, while only 13.4% were male. Of the 142 students who participated in this study, 64% of respondents were enrolled in the Social Work 533 courses and, 36% were enrolled in the Social Work 647 courses.

<b>Table 2: Demographics of Participant Population</b>		
<b>Variable</b>		<b>Frequencies</b>
<b>Age</b>	18-24	113 (79.5%)
	25-31	11 ( 7.7%)
	32-38	10 ( 7%)
	39-45	5 ( 3.5%)
	45+	2 ( 1.3%)
<b>Gender</b>	Male	19 (13.4%)
	Female	122 (85.9%)
	Prefer not to answer	0
<b>Course</b>	Social Work 533	91 (64%)
	Social Work 647	51 (36%)

Participants were also asked to indicate the top three populations that they are currently interested in working with as a social work professional. A vast list of diverse populations emerged during analysis. The five populations that were listed most frequently are outlined below in Table 3. Most participants indicated that they are interested in serving children and

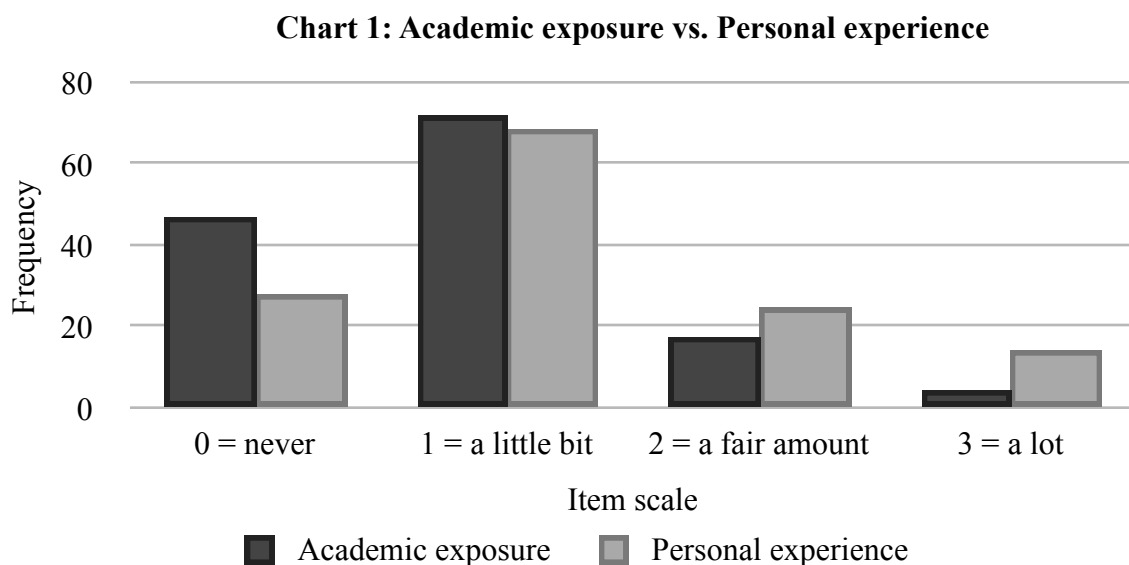
youth. An interesting factor to note in regards to the populations listed below is the significant interest in individuals with disabilities. One may suggest the possibility of attention bias, as participants were certainly aware that this population was the focus of the study. While it is possible the interest is simply genuine, perhaps such awareness prompted participants to list this population when they otherwise would not have.

<b>Table 3: Participants' Top Population Interests</b>			
<b>Population Interest</b>	<b># of Responses from Participants in SWK 533</b>	<b># of Responses from Participants in SWK 647</b>	<b>TOTAL</b>
1. Children & youth	54	27	81
2. Addictions/ Substance Abuse	20	12	32
3. Elderly/Geriatric	17	13	30
4. Mental Health	13	11	24
5. Individuals with Disabilities	17	6	23

#### 4.2: Participants' Exposure to Developmental Disabilities

To address the amount of academic and personal exposure that students have had to developmental disabilities, participants indicated their extent of experience within a variety of different settings on a 4-point scale (0 = never; 1 = a little bit; 2 = a fair amount; 3 = a lot). Within each of the designated settings, the response 'a little bit' was used most frequently. Data reflected that 53.5% of participants indicated 'a little bit' of exposure within their family/friends, 48.9% of participants indicated 'a little bit' of exposure in a volunteer setting, 43.7% of participants indicated 'a little bit' of exposure in a work setting, 53.5% of participants indicated

‘a little bit’ of exposure in the BSSW program, and 48.2% of participants indicated ‘a little bit’ of exposure in another academic setting. The chart below compares the distribution of exposure responses in both academic environments and personal environments. Academic exposure includes exposure within the BSSW program at The Ohio State University, as well as exposure in other academic settings. Personal experience includes exposure within ones family and friends, in a volunteer setting, and in a work setting.



It is clear that the vast majority of participants indicated that they have had little to no exposure to developmental disabilities both personally and academically. No significant differences were found between students in the SWK533 courses compared to students in the SWK647 courses. This conclusion was bolstered by subsequent survey items that also examined academic exposure. Results demonstrated that nearly three-quarters of the participants feel as though they have not learned a sufficient amount of knowledge on issues related to developmental disabilities within the BSSW curriculum (73.9%). Over half of the participants (55.6%) indicated that they do not feel academically informed on the topic of developmental disabilities. However, it seems that this lack of knowledge has not prompted a sense of student indifference, as a remarkable

97.8% of participants expressed an interest in learning more about the topic of developmental disabilities. While it is clear that almost all participants conveyed an interest in learning more about this topic, a one-way ANOVA demonstrated a statistically significant difference with regards to gender. Women's average scores were higher than men's, reflecting the fact that women expressed a greater interest in learning about developmental disability issues than men ( $F=5.089$ ,  $p < 0.05$ ).

<b>Table 4: Analysis of Variance (ANOVA)</b> <i>Survey Q25: I wish I knew more about the topic of developmental disabilities</i>				
	N	Mean	df	F
Male	19	4.74	(1, 140)	5.089*
Female	122	5.2		
* denotes $p < 0.05$				

It is interesting to note though, that despite this overwhelming interest, only a small percent of students (19%) indicated that they had taken one of the disability-focused courses offered at The Ohio State University. An even smaller percent (2.8%) indicated that they had enrolled in two disability courses. Therefore, while students are expressing that they have not learned a sufficient amount of information related to disability content, it also seems that they are not pursuing the few courses that are actually available.

#### 4.3: Responses to *Best Boy* Film Clip

During analysis of the video clip items, 111 different reaction words emerged. The majority of words that were utilized could be described as positive responses (52.2%). Positive responses included words such as inspirational, hopeful, and noble. 35.1% of the words were



coded as negative responses and 12.6% of the words were coded as neutral responses. Negative responses included words such as disturbed, uncomfortable, and depressing. Neutral responses included words such as respect, responsibility, and independence. Although these results demonstrate that more positive words were employed in reaction to the video clip, the word “*sad*” was used most frequently, surfacing 56 times. The word “*interesting*” was the second most frequently used word, emerging 32 times.

<b>Table 5: Reaction Words</b>		
Positive	58	52.2%
Negative	39	35.1%
Neutral	14	12.6%
<b>Top two reaction words</b>		
Sad	56	--
Interesting	32	

#### 4.4: Students’ Attitudes Towards Individuals with Developmental Disabilities

To address students’ attitudes towards individuals with developmental disabilities, this study used a modified version of the Attitudes Towards Disabled Persons Scale (Yuker, Block, & Youngg, 1966). In general, results reflected that participants harbor positive attitudes towards individuals with developmental disabilities. The total scores ranged from 1.47-3.87 out of a possible range of 1-6. Final scores were obtained by averaging all item scores within the measure, some of which were reverse coded (items 9, 11, 16, 18). Lower scores reflect more positive attitudes while higher scores reflect more negative attitudes. The mean score was 2.5309, indicating that BSSW students have notably positive attitudes towards individuals with

developmental disabilities. A one-way analysis of variance demonstrated that women expressed more positive attitudes than men, as the women's mean score was 2.5011, compared to the men whose mean score was 2.7481.

<b>Table 6: Analysis of Variance (ANOVA)</b> <i>Score on Modified Attitudes Scale</i>				
	<b>N</b>	<b>Mean</b>	<b>df</b>	<b>F</b>
Male	18	2.7481	(1, 137)	4.803*
Female	120	2.5011		
* denotes that $p < 0.05$				

#### 4.4: Students' Professional Attitudes and Preparedness to Interact with Clients with Developmental Disabilities

In order to address participants' professional attitudes and preparedness for working with this population, this study used a modified version of the Multidimensional Attitudes Scale Towards Persons With Disabilities (Findler, Vilchinsky, & Werner, 2007). The affect and the cognition sub-scales were scored separately by averaging each of the item scores within the measure. Each item was designated either '*pleasant*' or '*unpleasant*,' and all '*pleasant*' items were reverse coded. The mean score for the affect was 2.2464 on a scale ranging from 1-5. For the purposes of this study, higher affect scores reflect more negative professional attitudes and less professional preparedness while lower affect scores reflect more positive professional attitudes and greater professional preparedness. Participants' average affect scores seemed to fall right in the middle of this continuum. The mean score for the cognition sub-scale was 4.0657 on a scale ranging from 1-5. Conversely, for the purposes of this study, higher cognition scores

reflect more positive professional attitudes and greater professional preparedness whereas lower cognition scores reflect more negative professional attitudes and less professional preparedness. Therefore, participants' average cognition scores demonstrate significantly positive attitudes and a high degree of professional preparedness to engage with clients who may have developmental disabilities.

#### 4.5: Correlational Results

A correlational analysis of some of the key variables within this study identified the presence of several moderate correlational relationships.

<b>Table 7: Correlation Matrix</b>								
<b><i>Variables</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Family/ friends exposure</b>	-							
<b>Volunteer exposure</b>	0.169*	-						
<b>Work exposure</b>	0.228**	0.323***	-					
<b>Exposure within the OSU BSSW program</b>	0.089	0.062	0.08	-				
<b>Exposure in another academic setting</b>	0.129	0.088	0.204*	0.202*	-			
<b>ATDP scale</b>	-0.154	-0.054	-0.053	-0.036	-0.119	-		
<b>MAS Affect sub-scale</b>	-0.061	0.066	0.116	-0.135	-0.038	0.336***	-	
<b>MAS Cognitions sub-scale</b>	-0.027	0.05	-0.08	0.007	0.041	-0.452***	-0.1	-
<b>* denotes p&lt;.05, ** denotes p&lt;.01, *** denotes p&lt;.001</b>								

This study found a positive correlation between the MAS affect sub-scale and the ATDP scale ( $r=.336$ ;  $p<.001$ ). This finding reflects that more positive affect scores are related to more positive attitude scores. This study also found a negative correlation between the MAS cognition sub-scale and the ATDP scale ( $r=-.0452$ ,  $p<.001$ ). Based on the fact that cognition results were scored conversely to the affect sub-scale, this finding reflects that more positive cognition scores are related to more positive attitude scores. No correlation was identified between the affect and cognition sub-scales. Correlational analysis also demonstrated moderate correlations between exposure settings. Exposure within one's family and friends was found to be positively correlated with one's extent of volunteer exposure ( $r=.169$ ;  $p<.05$ ) as well as one's extent of work exposure ( $r=.228$ ,  $p<.01$ ). Volunteer and work exposure were also found to be positively correlated ( $r=.323$ ;  $p<.001$ ). These findings demonstrate correlational relationships between each of the variables that were intended to describe personal experience with individuals with developmental disabilities. No correlations were identified between personal settings and the BSSW program, however, there was a positive correlation between exposure in the BSSW program and other academic settings ( $r=.202$ ;  $p<.05$ ).

## Chapter 5: Discussion

### 5.1: Summary of Results

In general, this study suggests that undergraduate social work students at The Ohio State University harbor remarkably positive attitudes towards individuals with developmental disabilities. Students conveyed positive attitudes across all survey measures, including their reactions to the video clip, scores on the modified attitudes scale, and their perceived professional cognitions. Higher scores on each of the personal and professional attitude measures were found to be correlated, reflecting a consistency in attitude results. Furthermore, the participants in this sample expressed a high level of comfort in interacting with individuals with developmental disabilities (mean item score = 4.86 on a scale from 1-6), as well as a great degree of passion for advocating on behalf of individuals with developmental disabilities (mean item score = 4.99 on a scale from 1-6). The vast majority of students proclaimed considerable interest in this topic, as 97.8% of participants indicated that they wish they knew more about developmental disability issues and individuals with developmental disabilities fell within the top five populations that students are most interested in professionally engaging with. However, it is important to note that this positivity and enthusiasm persists in spite of minimal academic and personal exposure. A large majority of students in the study sample reported little to no academic exposure to developmental disability content within The Ohio State University BSSW program and other educational environments. Over half of the students revealed that they do not feel academically informed on this topic. Similarly, the majority of participants reported a minimal amount of personal experience with this population. Perhaps the only measure within this survey that did not emerge with overwhelmingly positive scores were those from the affect

sub-scale that was evaluated with regards to students' level of professional preparedness. One may argue that these average scores were indicative of a lack of preparation to professionally engage with this population, which could certainly be enhanced with more concentrated look at developmental disability studies within the undergraduate education.

While this study anticipated statistically significant differences in attitude scores and amount of exposure between students who were starting the BSSW program and students who were completing the BSSW program, none were actually defined. Each of the student cohorts demonstrated similar attitude scores, as well as similar amounts of academic and personal exposure. Rather, this study identified statistically significant gender differences with regards to participants' general attitudes and willingness to become more informed on developmental disability issues. Women expressed more positive attitudes than men, as well as a greater interest in learning more about this topic.

## 5.2: Limitations

It is certainly pertinent to account for methodological limitations when interpreting study findings. First, it is important to note that these results are only representative of BSSW students at The Ohio State University. These findings cannot be generalized to describe the opinions and experiences of all undergraduate social work student populations, based on the fact that this survey only explored student attitudes at one distinct university. Second, two of the scales that were used within this study were modified versions of currently existing instruments. These instruments were shortened and several questions were reworded to fit the purposes of this study. Therefore, while these instruments have both demonstrated reliability and validity time and time again, it is possible that these constructs were hindered as a result of the modifications that were

put into place. Third, this survey had great potential for social desirability bias. Social desirability bias relates to the inherent tendency of a participant to respond to survey questions in such a way that will be viewed favorably by others. Considering the fact that social work is a profession that so greatly emphasizes cultural compassion and diversity appreciation, it is very likely that social work students feel compelled to express acceptance of diversity and its many forms. In addition, society in general tends to look at this population with sensitive undertones. Consequently, perhaps participants offered more positive responses to this survey as a means of appeasing the societal sensitivity related to this topic, as well as maintaining their professional obligation to embody cultural competence.

### 5.3 Implications

Current statistics confirm the reality that the population of individuals with developmental disabilities is rapidly increasing. Researchers indicate that by 2020, an estimated 1.4 million individuals with developmental disabilities will need community support services (Hewitt, Lakin, & Larson, 2006). Therefore, it is absolutely essential that social work professionals have been adequately educated about developmental disability issues so that they are able to effectively engage with these individuals while practicing in the field. Exploring the attitudes, experiences, and professional preparedness of undergraduate social work students is pertinent, as these students are entitled to become licensed and enter the field of social work with a BSSW degree. Although schools of social work consider these students to be professionally prepared to engage in social work practice, previous studies have failed to look at the attitudes and experiences of these students with regards to this topic when creating course curriculums. The results obtained through this study certainly support the argument that improving the

undergraduate curriculum to incorporate developmental disability content could potentially enhance students' professional preparedness and ability to ensure that the needs of this growing, vulnerable population are met.

Further, these results indicate that many undergraduate students possess a great interest in learning more about this topic. Perhaps schools of social work across the nation should consider integrating a more distinct developmental disability studies concentration or certification within their undergraduate programs. Possibly schools of social work could ensure that their faculty become more versed with developmental disability issues in so that they are more apt to facilitate discussions related these issues within the classroom. The NASW Code of Ethics mandates that social workers should obtain education about the many facets of social diversity present within our society, including individuals with varying “mental or physical disabilities” (NASW Code of Ethics, 2008). Thus, perhaps the Council on Social Work Education and the National Association of Social Workers could utilize survey information from studies such as these when outlining specific expectations for social work programs to follow with regards to their curriculum courses and pathways. That way, both the interests of the students and the needs of the many vulnerable populations present within our society can be met with adequate academic attention.

The results that were obtained through this study certainly provide an excellent foundation for future research. To further understanding of undergraduate social work student attitudes towards individuals with developmental disabilities, as well their preparedness to interact with this population based on amount of academic exposure, it would be advantageous for future studies to assess a more diverse group of students. This would involve examining responses from a greater number of universities with undergraduate social work programs across the nation. Collecting data from a larger volume students could potentially produce more robust



and generalizable findings. It would also be beneficial for future research to conduct a longitudinal study in which cohorts of students are assessed as they advance throughout their undergraduate career. Collecting longitudinal data would allow researchers to better understand what factors (i.e. academic exposure, personal experience, or other) influence social work students' attitudes and level of professional preparedness over time.

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## Appendix A: Verbal script used to recruit participants

Hi everyone, my name is Lauren Persin and I am working on my senior honors thesis this year with Dr. Audrey Begun. In order to do so, I created a survey about developmental disabilities for Bachelors of Science Social Work (BSSW) students.

If you complete the survey, you will be eligible for extra bonus credit on your final assignment for this course. You will also be entered into a drawing for one of ten \$25 Target gift cards.

It should take about 20 minutes to complete the survey on your own—you will need access to YouTube to watch a 5 minute video clip to complete the survey.

Details about your participation and the incentives are presented in the consent form—you will keep one copy for yourself and sign one copy. Your signed consent form and completed survey will need to be returned in a sealed envelope to the campus mailbox of Dr. Begun [if students are in Dr. Begun's class, Sheila Barnhart's name will be substituted here].

You will have until Monday, December 5<sup>th</sup> [or, for the winter SW 647 students, Monday, March 12<sup>th</sup> will be substituted here] to return a completed survey.

If you do choose to participate, your participation will remain unknown to the instructor until after your final assignment has been graded. Then the instructor will be informed about which of you is eligible for the assignment bonus points. The amount of bonus credit on the final assignment will be the amount to raise your grade 1/3 letter—for example, a B to a B+, a B+ to an A-, and A- to an A—on that assignment.

In the event that you are a CAP student and you already participated in this research during fall quarter, you are still eligible to participate and receive the incentive. You simply need to indicate the fact that you have previously participated in this research when prompted on the contact information form.

Any questions? Please see the contact information provided on the consent form if you have any additional questions arise. Thank you for considering participation in this project!

## The Ohio State University Consent to Participate in Research

**Study Title:** Social Work Students' Exposure to and Attitudes Towards Individuals with Developmental Disabilities

**Researcher:** Audrey Begun and Lauren Persin

**Sponsor:** The College of Social Work

**This is a consent form for research participation.** It contains important information about this study and what to expect if you decide to participate. **Your participation is voluntary.** Please consider the information carefully. Feel free to ask questions before making your decision about whether or not to participate. If you decide to participate, you will be asked to sign this form and you will keep the extra copy.

**Purpose:** This project seeks to better understand Bachelor of Social Work student attitudes toward and experiences with individuals with developmental disabilities, as well as the degree to which the study of developmental disabilities is incorporated within the Bachelor of Social Work curriculum. Such information can be used to inform social work practice and education, thus improving social workers' ability to successfully advocate for and interact with this vulnerable population.

**Procedures/Tasks:** Participants will be asked to individually respond to a paper survey. In order to fully complete the survey, participants will be asked to view a brief five minutes from a Youtube video clip. Participation will take place on your own, whenever it is most convenient for you.

**Duration:** The survey will take about 20 minutes to complete. You may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

**Risks and Benefits:** There is a small risk of experiencing emotional distress if one deems the topic of developmental disabilities to be personally sensitive. Potential benefits related to participating in this study include self-reflection on individual and professional values, ideas, and biases that may impact social work practice. No direct benefits are assured.

**Confidentiality:** Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices

**Incentives:** Incentives of class credit and entry into a gift card drawing will be provided to individuals who complete the survey procedures. Missing answers to no more than five items will qualify you for the incentives; missing more than five items will result in loss of the incentive. Students who complete the survey procedures will receive bonus credit on their final **assignment** for the course (e.g., from an A- to

A or from a B+ to A-). The bonus is applied to the assignment not to the final course grade. Students who complete the survey process will also be entered into a drawing to win a Target gift card. Ten participants will be randomly selected, each of whom will receive a \$25 gift card; five will be drawn from among the fall Social Work 533 students and five from among the winter Social Work 647 students.

**Participant Rights:** You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

**Contacts and Questions:**

For questions, concerns, or complaints, or if you feel you have been harmed as a result of study participation you may contact Audrey Begun at 614-292-1064. Or, if you are a student in her course and prefer another contact, you may call Sheila Barnhart (doctoral student) at 614-832-7994. For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

**Signing the consent form**

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

\_\_\_\_\_  
Printed name of subject

\_\_\_\_\_  
Signature of subject

\_\_\_\_\_  
Date and time AM/PM

**Investigator/Research Staff**

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Lauren Persin

\_\_\_\_\_  
Printed name of person obtaining consent

\_\_\_\_\_  
Signature of person obtaining consent

\_\_\_\_\_  
Date and time AM/PM

### CONTACT INFORMATION FORM

*Please complete the following information so that we may ensure your incentive payment in the form of bonus credit in your SW 533 or SW 647 class, as well as how we may contact you should you be the winner of one of the ten \$25 Target gift cards. This form, along with your signed consent form and completed survey, are due on Monday, December 5<sup>th</sup> [or Monday, March 12<sup>th</sup>] to Dr. Audrey Begun's [or Sheila Barnhart's] campus mailbox in Stillman Hall room 325.*

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Course:                      ☐                                      ☐  
                                    Social Work 533                      Social Work 647

Section Number (if known) \_\_\_\_\_

Instructor:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christine Sieski	Gregory Harrison	Marjorie Schwartz
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noelle Fields	Jessica Linley	Penny McGuire Carroll
<input type="radio"/>	<input type="radio"/>	
Audrey Begun	Mary Holt	
<input type="radio"/>	<input type="radio"/>	
Lisa Distelzweig	Melissa Brundage	



***Please answer the following questions as honestly as possible and to the best of your ability. Mark your answers by filling in the appropriate circles as completely as possible (please do not use x or √ marks).***

1. What was your age at your last birthday?

☐ ☐ ☐ ☐ ☐ ☐ ☐  
10 20 30 40 50 60 70

and

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐  
1 2 3 4 5 6 7 8 9

2. How many quarters have you been enrolled in the College of Social Work undergraduate program?

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐  
1 2 3 4 5 6 7 8 9+

3. What is your gender?

☐ ☐ ☐  
Male Female Prefer not to answer

4. In terms of social work practice, please list one to three population(s) that you are currently interested in serving:

5. To what extent do you feel that you have had exposure to individuals with developmental disabilities under the following conditions:

	<b>0 = never</b>	<b>1 = a little bit</b>	<b>2 = a fair amount</b>	<b>3 = a lot</b>
a.) In your personal life (i.e. family, friends)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.) In a volunteer setting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.) In a work setting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.) In the Bachelors of Science Social Work education at the Ohio State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.) In another academic setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Which, if any, of the following courses have you taken at the Ohio State University?

- ☐ English 277 - Introduction to Disability Studies
- ☐ Speech and Hearing 510 - Disability Studies in Context
- ☐ Education and Human Ecology: Physical Activity and Educational Services 657 - Sport and Disability
- ☐ English 597 - The Disability Experience in the Contemporary World
- ☐ Psychology 571 - Psychology of Developmental Disabilities
- ☐ Social Work 695.15 : Integrative Seminar - Mental Retardation and Developmental Disabilities
- ☐ Social Work 717.01 - An Interdisciplinary Approach to Families of Handicapped Children
- ☐ Social Work 717.02 - Interdisciplinary Perspectives on Autism Spectrum Disorders
- ☐ Social Work 717.03 - Developmental Disabilities
- ☐ Women's Studies 620 - Gender and Disability
- ☐ Other courses that you feel have discussed disability related content at The Ohio State University or another institution, please specify:

***Please read the following passage as it will be useful for the remainder of the survey.***

According to the Developmental Disabilities Act, section 102(8), "the term 'developmental disability' means a severe, chronic disability of an individual 5 years of age or older that:

1. Is attributable to a mental or physical impairment or combination of mental and physical impairments;
2. Is manifested before the individual attains age 22;
3. Is likely to continue indefinitely;
4. Results in substantial functional limitations in three or more of the following areas of major life activity;
  - (i) Self-care;
  - (ii) Receptive and expressive language;
  - (iii) Learning;
  - (iv) Mobility;
  - (v) Self-direction;
  - (vi) Capacity for independent living; and
  - (vii) Economic self-sufficiency."

At this time, please watch the ***first five minutes*** of the film "Best Boy" available for viewing at the following link:

[www.youtube.com/watch?v=QNvVJ6RGoUg](http://www.youtube.com/watch?v=QNvVJ6RGoUg)

7. What three words would you use to describe your initial reaction to the video clip?

*According to the definition above and the video clip you watched, please use the following scale to answer questions 8 – 25. Mark each statement according to how much you agree or disagree with it.*

	<b>-3 = I disagree very much</b>	<b>-2 = I disagree pretty much</b>	<b>-1 = I disagree a little</b>	<b>+1 = I agree a little</b>	<b>+2 = I agree pretty much</b>	<b>+3 = I agree very much</b>
8. Individuals with developmental disabilities are often unfriendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Individuals with developmental disabilities should not have to compete for jobs with other members of society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Individuals with developmental disabilities are more emotional than other members of society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. We should expect just as much from individuals with developmental disabilities as we do from individuals without developmental disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Individuals with developmental disabilities are not as successful as other members of society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Individuals with developmental disabilities usually do not make much of a contribution to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Most individuals would not want to befriend anyone with a developmental disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Most individuals with developmental disabilities feel that they are as good as other members of society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<b>-3 = I disagree very much</b>	<b>-2 = I disagree pretty much</b>	<b>-1 = I disagree a little</b>	<b>+1 = I agree a little</b>	<b>+2 = I agree pretty much</b>	<b>+3 = I agree very much</b>
16. Individuals with developmental disabilities are usually sociable.	O	O	O	O	O	O
17. Individuals with developmental disabilities are not as conscientious as other members of society.	O	O	O	O	O	O
18. Individuals with developmental disabilities do not want any more sympathy than other members of society.	O	O	O	O	O	O
19. I feel comfortable interacting with individuals with developmental disabilities.	O	O	O	O	O	O
20. I feel passionate about advocating for the rights of individuals with developmental disabilities.	O	O	O	O	O	O
21. I would befriend an individual with a developmental disability.	O	O	O	O	O	O
22. I would feel publicly embarrassed to associate myself with an individual with a developmental disability.	O	O	O	O	O	O
23. I feel academically informed on the topic of developmental disabilities.	O	O	O	O	O	O
24. I feel that I have learned a sufficient amount of knowledge on issues related to developmental disabilities within the Bachelors of Science Social Work curriculum thus far in my academic career.	O	O	O	O	O	O
25. I wish I knew more about the topic of developmental disabilities.	O	O	O	O	O	O

26. Now think back to the person known as ‘Philly’ portrayed in the “Best Boy” video clip and imagine that he is your new client. Please respond to the following scale regarding the likelihood that you would anticipate experiencing the provided emotions and thoughts as you work with him:

	<b>1 = Not at all</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 = Very much</b>
<b>a.) Tension</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b.) Stress</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c.) Helplessness</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d.) Nervousness</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e.) Shame</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>f.) Relaxation</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>g.) Serenity</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>h.) Calmness</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i.) Depression</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>j.) Fear</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>k.) Upset</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>l.) Guilt</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>m.) Shyness</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>n.) Pity</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>o.) Disgust</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
<b>p.) Alertness</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
<b>q.) ‘He seems to be an interesting person.’</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
<b>r.) ‘He looks like an OK person.’</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
<b>s.) ‘We may get along really well.’</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
<b>t.) ‘He looks friendly.’</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
<b>u.) ‘I can make him feel more comfortable.’</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>

27. Any other comments or observations that you would like to share?

Again, thank you very much for assisting in this survey.